



# RACIAL EQUITY LEADERSHIP INSTITUTE

The Facilitating Racial Equity Collaborative

## *Driving the Racial Equity in Education Learning Series*

### **Participant Pre-work: Race and Racial Identity** (revised April 9, 2021)

All materials are from the [Talking About Race](#) resources from the [National Museum of African American History and Culture](#).

#### **Readings and Video**

- Read materials from [Race and Racial Identity](#) and the following links embedded in materials.
  - The Teaching Tolerance Report: [“Race Does Not Equal DNA”](#)
  - [Let’s Talk About Race - Racial Identity Development](#)
  - [“Children Are Not Colorblind: How Young Children Learn Race,”](#) by Erin N. Winkler, Ph.D.
  - [When you say you 'don't see race', you're ignoring racism, not helping to solve it by Zach Stafford PDF](#)
- Watch [5 Things You Should Know About Racism](#) (6 minutes) from MTV decoded and by Franchesca Ramsey (*warning: adult language*)

#### **Discussion Questions**

Please be prepared to discuss these questions.

- Share a meaningful quote, an insight, or some idea that has stayed with you after reading and listening to the material on Race and Racial Identity or listening to the guest speaker.. How does this connect to you personally?
- Thinking about Racial Identity development, please relate an experience that has been critical in evolving your understanding of your racial identity?
- How did your schooling reinforce or further develop your understanding of your racial identity?
- Thinking about the educational setting, give an example of a type of racism (individual, interpersonal, institutional, structural) that you have witnessed or experienced? How did you respond, challenge the situation or remain silent? Why or why not?
- How do educational structures, policies and practices that normalize whiteness and /or have a “colorblind” ideology perpetuate racism?

If time permits:

- How do I discover further how educational policies, structures and practices perpetuate racism?
- What is your personal or professional role in reinforcing the structural and systemic racial identities in our young people?

## **FREC Guidelines for Dialogue**

1. We recognize that we are entering into cross-cultural dialogue and that such dialogue demands something from all of us. Some of us, for example, may be accepting a responsibility to verbalize our thoughts more often than is our cultural norm, while others of us may be accepting a responsibility to engage in more listening and reflection than is our norm.
2. Each of us accepts a responsibility to ensure that everyone's perspective is welcomed and carefully considered within our group. We know that each person's words have value and we devote ourselves to understanding what is being communicated as fully as possible.
3. We seek to support active listening, turn-taking, resisting "side-bar" comments and conversations, and interruptions – especially disruptions or distractions while another is speaking (i.e., in the chat box, verbal interjections, phone call notifications, acting out gestures).
4. We recognize that powerful feelings are involved in this work, and we affirm that it is important for us to express our feelings in the context of mutual respect.
5. We support each other when we experience hurt or anger or struggle with difficult issues. As a group we commit to resolving our difficulties with each other here and to staying in relationship with each other.
6. We agree to accept the facilitators' interventions when we have gotten off topic, are taking up too much "air-time," or otherwise may need to be reminded of our commitments under these Guidelines.
7. We are conscious and mindful of power dynamics, and we make deliberate efforts to make physical and psychological space and to employ strategies that help all to participate fully and equally.
8. We will assume good intentions even when we deviate from our guidelines. We give ourselves permission to be vulnerable, to have our mistakes acknowledged, and to learn from experience. We will not take it personally. We will support one another as we continue to grow in our communication and relationships.

(May 17, 2018)